



# Phonics

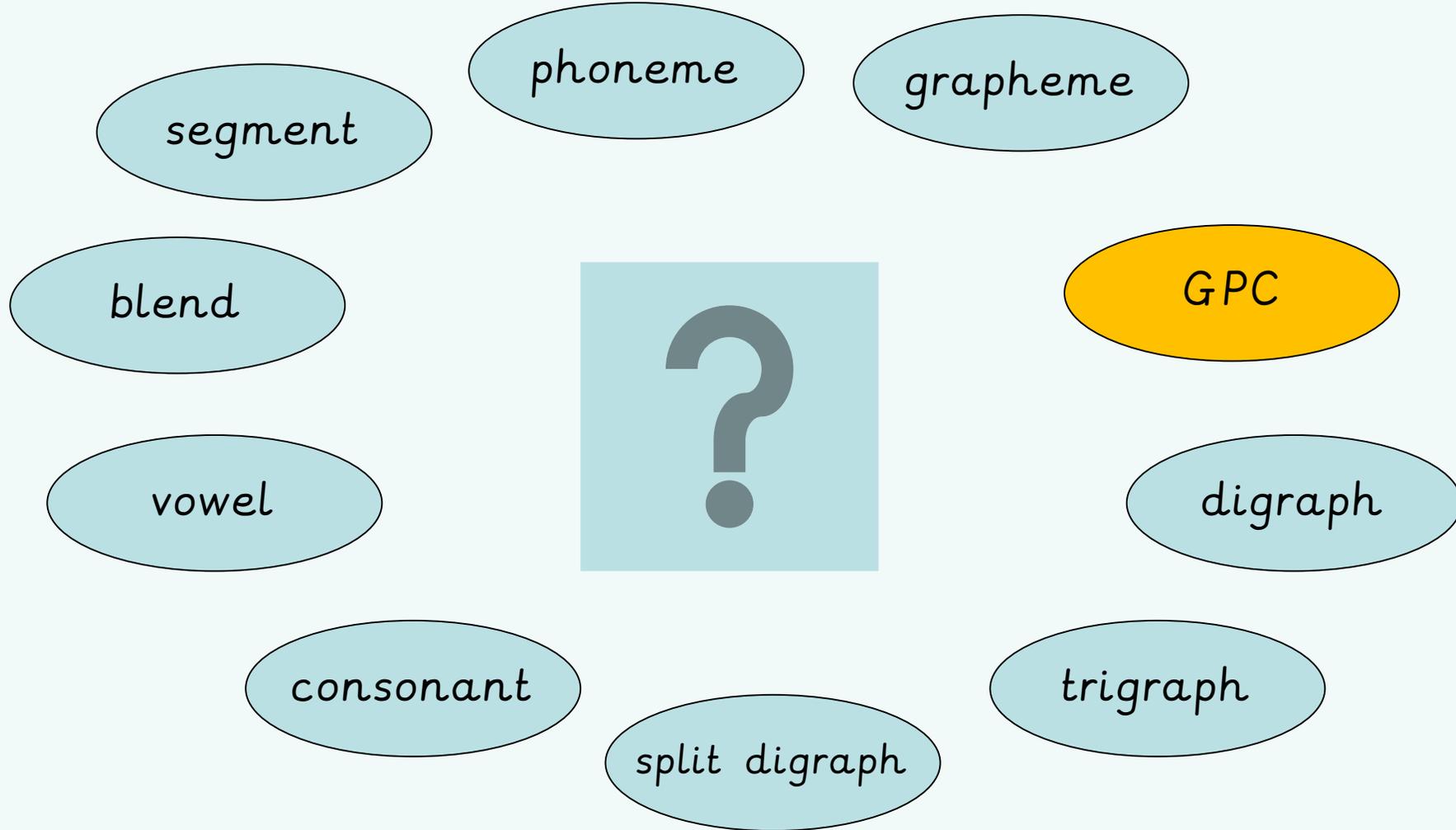
with Miss Holt and Mrs  
Tyzack

# Phonics Screening Check

- Statutory test
- Focus is on phonic decoding of 40 words and non-words
- Phase 2 - Phase 5
- Mid-June
- One to one with child reading to adult
- Five to ten minutes

*Demonstration  
with Lucy*

# Phonic Subject Knowledge



# Phonics glossary 1

- blend - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads *snap*
- cluster - two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster (Phase 4)
- digraph - two letters making one sound, e.g. *sh, ch, th, ph*
- vowel digraphs - two vowels together making one sound, e.g. *ai, oo, ow*
- split digraph - two letters, split, making one sound, e.g. *a-e* in *make* or *i-e* in *site*
- Grapheme - a letter or a group of letters representing one sound, e.g. *sh, ch, igh, ough* (as in *though*)

# Phonics glossary 2

- GPC (grapheme-phoneme correspondence) - the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences)
- mnemonic - a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- phoneme - the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two
- segment - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- VC, CVC, CCVC - the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words

# What is phonics?

Phonics is the relationship between letters (graphemes) and sounds (phonemes). Teaching phonics involves connecting the sounds of spoken English with letters or group of letters (e.g. that the sound /c/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching the children to blend the sounds of letters together to produce approximate pronunciations of unknown words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, we are able to build up the words 'tap', 'pat', 'pats', 'taps' and 'sat'.

This approach has been shown to provide a quick and efficient way for *most* young children to learn to read and spell words fluently and accurately.

# Types of phonics

## 1. Synthetic phonics

Refers to an approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

## 2. Analytical phonics

## 3. Analogy phonics

## 4. Embedded phonics

# The Phonics Phases

*At Frieth, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.*

- Phase 1 (Nursery) – developing speaking and listening skills

**This is the most important phase!**

- Phase 2 (Reception) – begin systematic teaching of phonics
- Phase 3 (Reception) – one representation for 43 phonemes
- Phase 4 (Reception/Yr1) – adjacent consonants (no new learning!)
- Phase 5 (Yr1) – alternative spelling patterns
- Phase 6 (Yr2) – spelling rules

# Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

- A1 - Environmental sounds
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting

# Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

# Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

# Phase 4

- When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
- In Phase 4, *no new graphemes* are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.
- Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- Split digraphs: a\_e, e\_e, i\_e, o\_e, u\_e

# Phase 6

- Consolidation of all previous phases
- Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers
- Past tense words
- Adding suffixes/prefixes to make longer words
- Tricky 'bits' in words and use of memory strategies

# Letters & Sounds daily lesson structure

- **Revisit/review**

Practise previously learned letters or graphemes.

- **Teach**

Teach new graphemes. Teach one or two new tricky words.

- **Practise**

Practise blending and reading words with a new GPC.  
Practise segmenting and spelling words with a new GPC.

- **Apply**

Read or write a caption or sentence using one or more tricky words and words containing the graphemes.

# Phonics errors/misconceptions

	
saying that the word 'play' has 5 graphemes <i>p - l - a - y</i>	'play' has 3 phonemes, therefore 3 graphemes <i>p - l - ay</i>
identifying '-ing' as one phoneme/grapheme	'-ing' has two distinct phonemes, /i/ and /ng/, therefore is two graphemes: <i>i - ng</i>
identifying/describing adjacent consonant clusters as digraphs e.g. br, st, cl, sp, fl "br is a digraph because there is one phoneme"	'br' is not a digraph because there are two distinct phonemes, /b/ and /r/, which are each pronounced separately
'first' segmented as <i>f - i - r - s - t</i>	'first' has four phonemes, therefore four graphemes: <i>f - ir - s - t</i>

# Useful websites

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.twinkl.co.uk](http://www.twinkl.co.uk)
- [www.ictgames.com](http://www.ictgames.com)
- [www.earlylearninghq.org.uk](http://www.earlylearninghq.org.uk)
- [www.MrsPancake.co.uk](http://www.MrsPancake.co.uk)
- Articulation of Phonemes  
[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)
- YouTube - Mr Thorne does phonics

*Questions?*